Request for Applications

for 2000-2003

CalServe Developmental K-12 Service-Learning Partnerships

funded by the
Corporation for National Service,
Learn and Serve America

Contents

Considerations for CalServe Applicants

- Proposals must demonstrate substantial promise of developing into a districtwide service-learning initiative that meets the State Superintendent's 2004 goal for service-learning by September 30, 2003, i.e., that the district should offer all students at least one service-learning opportunity at each grade span (K-5, 6-8, 9-12).

- Districts that have received CalServe funding or have been a member district of a CalServe Partnership since 1997 are not eligible to apply for funding.

- Proposal budgets for 2000-2001 must show a local match (as reflected by Memoranda of Understanding or partnership agreement) equal to 10 percent of the total program budget. Ninety percent can be requested from CalServe.

- Second- and third-year funding is contingent upon satisfactory progress and availability of federal funds. The local match increases to 20 and 30 percent, respectively, in the second and third year.

- The proposal narrative **must not exceed 15 single-sided pages**, in 12-point type, double-spaced. Up to three more pages can be added for the budget narrative.

- Up to 5 pages of printed attachments may be included in order to provide evidence requested in the RFA.

- A 100-word program abstract is required.

- CalServe Partnerships are expected to participate in required activities listed on page 9.

Critical Dates

RFA released ....October 12

RFA Technical Assistance Outreach Workshops ....October (See schedule on following page)

Letter of Intent Due to CalServe ....January 15, 2000

Application Due Date ....March 1, 2000

Application Review ....March 27- 29, 2000

Interviews (Dates and locations to be announced) ......April 2000

Notice of Intent to Award ....May 12, 2000

Appeal Period ....May 12 – June 9, 2000

Distribute grant award letters ....August 2000

Expenditure Authority for grant begins September 1, 2000

Technical Assistance Workshop Schedule
All Workshops are scheduled from 10—4

October 13	Santa Rosa	Fountain Grove, 101 Fountain Grove Parkway, Santa Rosa. 707-578-6101
October 15	Redding	McConnell Foundation, 800 Shasta View Dr., Redding. 530-226-6200
October 18	Oakland	Berkeley Marina Radisson, 200 Marina, Berkeley. 510-548-7920.
October 19	Monterey	Monterey Marriott, 350 Calle Principal; Monterey. 408-649-4234
October 20	Fresno	Radisson, 2233 Ventura Street, Fresno. 559-268-1000
October 21	Stockton	Best Western Stockton Inn, 4219 Waterloo Road, Stockton. 209-931-2827
October 25	Santa Barbara	TBA
October 26	Los Angeles	Beverly Garland Holiday Inn, 4222 Vineland Ave., Universal City. 818-980-8000
October 27	San Bernardino	TBA
October 28	San Diego	Starwood-Sheraton/Westin, 1380 Harbor Island Dr., San Diego. 619-291-2900
November 9	Sacramento	KVIE Television Center; 2595 Capitol Oaks Dr., Sacramento. 916-929-5843

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CalServe Overview

The CalServe Initiative was developed by the California Department of Education (CDE) in response to the National and Community Service Act of 1990, and has funded K-12 service-learning partnerships since the 1992-93 school year. Since 1993, the CDE has received approximately $2 million each year from the Corporation for National Service (CNS), Learn and Serve America (LASA) and has subgranted those funds to school-community service-learning partnerships.

CalServe partnerships provide opportunities for K-12 students to participate in quality service-learning experiences that address community needs and enhance academic learning. These grants support school-based service-learning efforts, which are defined by the National and Community Service Trust Act (NACSTA) of 1993.

Service-learning as defined by the NACSTA is a strategy for teaching the curriculum which engages students in active learning, utilizes higher-order critical thinking skills, and emphasizes the ethic of citizenship and active civic participation.

The Federal Definition of Service-Learning

The term "service-learning" means a method—
  (A) under which students or participants learn and develop through active participation in thoughtfully organized service that —
      (i) is conducted in and meets the needs of a community;
      (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
      (iii) helps foster civic responsibility; and
  (B) that —
      (i) is integrated into and enhances the [core] academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
      (ii) provides structured time for the students or participants to reflect on the service experience.
         —United States Code (annotated), Volume 10401-12700, Title 42, Section 12511, Chapter 23, 1995

Goals for Implementing Service-Learning in California

In 1996, State Superintendent of Public Instruction Delaine Eastin established goals for implementing service-learning in California:

- By the year 2000, 25 percent of California's 994 school districts should offer all students at least one community service or service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, grades nine through twelve) for a minimum of three opportunities throughout their K-12 education.

- By the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span (K-5, 6-8, 9-12).

To determine ways to achieve these goals, the Superintendent convened the Service-Learning Task Force and charged the members to think boldly about how service-learning can be infused into California schools. To achieve and surpass these goals, the Task Force developed its report to the Superintendent called *Service-Learning: Linking Classrooms and Communities*, which contains eight major recommendations:

- Develop policies and plans to ensure that all students have academically meaningful, sequential, and sustained service-learning experiences throughout their schooling.

- Link service-learning to state and local standards, assessments, and accountability tools.

- Work collaboratively with community partners and national service providers, such as AmeriCorps and VISTA, to ensure that roles and responsibilities are clear, service is meaningful, and all partners are committed to success.

- Give youth a voice in their education by involving them fully in planning, implementing, and evaluating all service-learning activities.

- Establish a local service-learning advisory committee or include service-learning representatives from existing school and district advisory committees.

- Provide ongoing training and professional development for teachers, administrators, community partners, students, and family members so that everyone understands service-learning.

- Provide adequate funding, resources, and time to infuse service-learning fully in schools and communities.

- Include service-learning as a vital instructional strategy in teacher education programs.

Service-Learning: Linking Classrooms and Communities, the Report of the State Superintendent's Service-Learning Task Force, (hereafter called the Task Force Report) is recommended as a key reference document for your use during the development of a CalServe proposal. Contact the CalServe Office at (916) 654-3741 to request a copy.

Partnership Configurations and Critical Partners

Developmental Partnership grants provide a Local Education Agency (LEA), and its partners the opportunity to create or build upon successful service-learning models with the expectation that these efforts will result in significant progress toward implementing a clusterwide or districtwide service-learning initiative over the three year grant period.

Service-Learning Partnership Configurations

Federal regulations require that partnerships must include at least one public or private nonprofit community-based organization that has demonstrated expertise in meeting educational, environmental, public safety, health and human needs. In addition, the community-based organization must have been in existence for at least one year before applying and must make service opportunities available to student participants.

The LEA is also encouraged to develop an application in collaboration with parents/ families, and other members of the local school community to ensure that the service-learning initiative is

comprehensive, age-appropriate, and sensitive to cultural and community needs and interests. Other partnership members could include public and private schools, institutions of higher education (IHEs), county offices of education (COEs), private businesses, local government, media, community-based service organizations, other Corporation for National Service (CNS) grantees, and state and federal programs.

The decision to submit an application must be based upon a serious long-term commitment from the LEA and its community partners to make progress toward establishing a service-learning initiative within three years. CalServe's experience working with local service-learning partnerships has shown that some organizational styles, strategies for coordination, and types of partners have made effective and significant contributions to quality K-12 service-learning efforts. The following paragraphs offer some advice for the partnership design and make suggestions for critical partners to be included in the collaborative.

Districtwide / Clusterwide Models
In an effort to advance service-learning within California's schools and communities, applicants should demonstrate a commitment to ultimately establishing a cluster-wide (if applicable) or districtwide service-learning initiative. For the purpose of this application, a clusterwide/ districtwide service-learning initiative refers to a process to ensure that plans and policies are in place so that every student will engage in at least one service-learning experience during each grade span (K-5, 6-8, and 9-12) before matriculating or graduating from a school cluster or district.

Multidistrict / Cluster and Other LEA Consortium Models
A group of two or more LEAs may want to form a consortium to collaboratively design and implement a service-learning initiative. This model will support two or more LEAs that by themselves may not be able to effectively implement and sustain a service-learning initiative but through sharing leadership, responsibilities and resources each may be better able to achieve its own vision and benchmarks by forming a collaborative. Examples of these kinds of models might include: multiple districts; a combination of feeder districts; multiple clusters within a district; a county wide district model and with any these models the county office of education could be a key LEA partner.

Connection to Other Reform Efforts
In coordination with their community partners, LEAs are encouraged to build on existing school-community partnerships and to link with comprehensive systemic reform and school improvement efforts taking place at the school sites (e.g. Challenge School District Initiative, Middle and High School Reform and Networks, After School Programs, Healthy Start, School to Career, and Teenage Pregnancy Prevention) and within the community (e.g. Mentoring Initiative, AmeriCorps Program, America Reads, America's Promise/President's Summit, and Community Gardening). LEAs should also examine high priority curricular areas or other initiatives to determine how service-learning can be used as a strategy to achieve existing goals and objectives (e.g. district reading and mathematics standards).

Critical Partners

Service-learning partnerships bring together a variety of organizational partners, including public and private schools, institutions of higher education, local county offices of education, parents/families, local community members, private businesses, local government, media, community-based service organizations, other CNS grantees, and state and federal programs.

Applicants are strongly encouraged to demonstrate their commitment and ability to work with and involve institutions of higher education, county offices of education, adult volunteers, and other CNS grantees—Learn and Serve America Higher Education, AmeriCorps, Senior Corps, AmeriCorps/ VISTA. When feasible, these entities should be included as key stakeholders within a collaboration. The involvement of these partners should be built into the proposed budget and budget narrative if necessary. Appendix C describes the CNS programs and a brief description follows:

Coordination of National Streams of Service: Where possible, applicants are encouraged to show evidence of existing partnership activities with other CNS grantees (e.g., AmeriCorps, Vista/AmeriCorps, Senior Corps) to support K-12 service-learning. Activities might include a plan for leveraging resources and expertise, joint professional development opportunities, coordinated staffing, and ongoing communication.

Institutions of Higher Education (IHE)*:* Many K-12 service-learning partnerships across the state have realized the need for involving IHEs in their efforts to enhance program quality and promote systemic change. Such applicants should clearly describe the role of IHEs through-out the application, and, if appropriate, matching contributions within the budget and budget narrative. IHEs may be involved in supporting K-12 service-learning in the following ways:

- College/university undergraduate and graduate students may be engaged in community service activities which support a K-12 service-learning program.
- Graduate students or faculty may serve as partners to provide expertise in the evaluation of the K-12 service-learning initiative.
- IHEs may develop and provide pre-service and in-service staff development for teachers.

Adult Volunteers: Consistent with current educational reform initiatives, parent/family and adult volunteers offer significant assistance in implementing quality K-12 service-learning. Adult volunteers may support service-learning efforts as teacher aides, service-learning coordinator assistants, student supervisors, trainers, facilitators and mentors. Districts are encouraged to collaborate with the CNS-sponsored Retired Senior Volunteer Program (RSVP), and Foster Grandparents. Participants from these programs can assist the classroom teacher and others as they provide service-learning opportunities for K-12 students. Their involvement might include locating service-learning opportunities, helping students get ready for their service activity, tutoring students as they prepare reports, and conducting community needs assessments.

County Offices of Education: In some counties, the county office of education (COE) is the primary source to provide training and technical assistance to school districts and educators. In these cases, a COE might assume a key role within a CalServe consortium by increasing a partnership's capacity to provide service-learning staff development opportunities; or by acting as a member of a consortium of entities such as smaller districts or alternative education programs to combine resources.

CalServe Funding Overview

Starting in the 2000-01 school year the CDE expects to receive funding from CNS / LASA in the amount of $2.4 million each year for three years. Of that total amount, approximately $700,000 will be made available to support Developmental Partnerships each year for the three-year grant cycle. The annual grant period runs from October 1 through September 30 and grants are renewed each year on the basis of satisfactory progress toward achieving the grant vision and benchmarks.

To qualify for a Developmental Partnership grant, the LEA must not have received funding from CalServe, either directly or as a member of a funded collaborative, since 1997. Because the LEA is the only applicant eligible to apply for K-12 CalServe funding, an LEA must serve as the fiscal agent for the grant.

Since CalServe is funded by the Corporation for National Service, availability of funds and program regulations (which include program match requirements and data collection) are contingent on any changes made in the federal legislation or budget. Successful applicants will be subject to programmatic or financial modifications required by federal or state law. CDE provides CalServe partnerships with a CNS booklet entitled *Learn and Serve America: School-Based and Community-Based Programs General Grant Provisions.*

CalServe expects to fund Developmental Partnerships with awards ranging from $30,000 to $100,000. LEAs may apply for funding based upon the following categories.

Grant Funding Categories

PARTNERSHIP SIZE BASED ON ADA	AVAILABLE FUNDING
Up to 2500 students	Up to $30,000
2501-10,000 students	Up to $50,000
10,001-25,000 students	Up to $80,000
Over 25,000 students	Up to $100,000

Match Requirement

Each partnership application must provide a match for the cost of implementing the K-12 service-learning initiative through a payment in cash or in-kind, and may provide for such share through local, state, or federal sources *other than funds made available under the National and Community Service Trust Act.* Applicants must provide evidence that they have successfully identified resources or have the ability to meet this requirement (see Organizational Capacity section for description of MOUs).

To increase resources available to partnerships, there is a requirement to increase the local match each year. The match is based upon the "Total Budget" and not on the grant award. See the chart below for an example.

Example of Funding Match Requirement

		MATCH REQUIREMENT		
YEAR OF GRANT CYCLE	CALSERVE GRANT AWARD	PERCENTAGE OF MATCH	MATCH IN $$	TOTAL BUDGET
Year 1: 2000-2001	$50,000	10%	At least $5,500	$55,500
Year 2: 2001-2002	$50,000	20%	At least $12,500	$62,500
Year 3: 2002-2003	$50,000	30 %	At least $21,429	$71,430

How Funding May Be Used

CalServe funds may be used to initiate and expand service-learning through activities such as:

- Providing a service-learning coordinator
- Providing training for partnership participants, including teachers, youth participants, parents/families, community members, agency staff, local administrators, and school board members
- Communications and public relations
- Curriculum development
- Transportation costs of youth participants
- Purchase of some equipment, materials, and supplies

Restrictions on the Use of Funding

1. Local partnerships may budget no more than 2.5 percent of their grant funds for indirect costs. CNS allows the state to use no more than 5 percent and that is shared between the CDE and the participating LEAs.

2. Stipends, allowances, or other financial support may not be paid to any K-12 student participant except as reimbursement for transportation, meals, and other reasonable out-of-pocket expenses directly related to program participation. Minor expenses for identification of service-learning participants or recognition of excellent or outstanding participant service are allowed.

3. No CalServe grant funds may be used to pay for food or refreshments other than that associated with per diem and travel.

4. Adequate funding should be budgeted to support participation in CalServe sponsored events such as CalServe Coordinator meetings (two per year) and the Service-Learning Institute where partnership leadership teams from throughout the state come together.

5. At least 10 percent of the grant award must be allocated for evaluation and program quality assurance (see Evaluation section of the Narrative guidelines). All programs will be required by federal law to collect participant information (age, gender, etc.), hours and types of service.

6. No more than 10 percent of the grant award may be spent for equipment and/or capital expenditures.

Requirements and Expectations of Funded Applicants

The following items or activities are required of CalServe service-learning partnerships.

CalServe Service-Learning Institutes: Each year usually during the summer, CalServe holds a two- to three-day training for its partnerships. Each partnership is required to send a team of three to five individuals including the service-learning coordinator, district and school administrators, teachers, young people, and community agency staff to the institutes.

CalServe Coordinators' Meetings: Service-Learning coordinators are required to attend at least two Statewide CalServe Coordinators' meetings each year, one of which usually occurs at the annual CalServe Institute. Travel expenses associated with these meetings should be projected in the budget and budget narrative.

Reporting Requirements: Funded applicants are expected to comply with any state or federal reporting needs, which will include a semiannual report, CNS data information forms, a mid-year financial report, and an annual renewal application.

Local Evaluation and *State Evaluation*: Partnerships will be required to provide an end-of-year local evaluation report that includes data on the impacts of service-learning on students, teachers, school/district and the community. Partnerships must also be willing to participate in state-sponsored evaluation of service-learning and its impact on students, schools and communities.

Coordinated Compliance Review (CCR) Process: Partnerships will also participate in the four-year cycle of the CDE's compliance monitoring process when a LEA is scheduled for review. Applicants should check with their district's CCR coordinator to determine their review cycle status.

Assistance to the State: All CalServe partnerships are expected to assist the CDE in promoting and advancing service-learning. Some possible activities may include: co-facilitating workshops and presentations with CalServe staff or sharing knowledge and resources with other school-community partnerships that do not receive CalServe funds.

Regional Service-Learning Lead Participation: Each partnership is expected to participate in and support the activities of their Regional Service-Learning Lead program. Depending on the level of experience, this entails attending meetings and activities; facilitating discussions or presentations on service-learning at events; and assuming an active leadership role in the region.

Eligibility for Continued Funding

After the initial year, the LEA's eligibility to receive funding is contingent on:

- Availability of federal funds
- Evidence of satisfactory progress toward achieving the Vision and Benchmarks as described in the application
- Compliance with all relevant state and federal reporting requirements.
- Approval by the California Department of Education

Application Review and Grant Award Process

Applications are scored against a scoring rubric as a common standard. The rubric puts forth the possible scale points for describing how well an application reflects the narrative sections described in the RFA guidelines. Readers will use the rubric descriptions to score each application. This means that readers will use criterion-referenced scoring as opposed to norm-referenced scoring. A copy of the 2000-2003 Rubric for Developmental Partnerships is attached as Appendix E.

Scoring will focus on content and substance of the narrative rather than writing style and presentation. Therefore, it is more important to have examples rather than to use key phrases or "buzz-words." An application should follow the RFA sections and be presented with clarity so that a reviewer can easily understand the partnership's service-learning initiative.

Initial Screening and Disqualification Criteria

The CDE will screen applications for completeness. The CDE reserves the right to disqualify applications that are not complete or do not include complete budget information. Applications that disregard the instructions on number of pages, font or margins as described in the RFA (see page 12) will be marked with a red line where the application should have ended. Reviewers will not read beyond the red line. Added attachments beyond those permitted by the RFA will also be ignored by the reviewers.

Reading and Scoring Process

Representatives from CalServe's statewide partners and local partnerships will serve as application reviewers. All readers will receive special training in the scoring process and scoring rubric. The scoring process has been designed to enhance inter-rater reliability and to prevent conflicts of interest. Readers will not score any application from an LEA in which they are currently employed or have worked, consulted on the application, or had any connection that may appear to be a conflict of interest. Applicants should, therefore, assume that the reader has no familiarity with individual schools, districts, or community-based agencies or programs. Readers will not discuss the applications they score except under specific circumstances designated as part of the scoring process.

Each application will be read and scored by two readers. Each reader will score the application independently. The two readers then discuss the application and jointly write comments. If the two scores are identical or if the difference of the two scores falls within a predetermined discrepancy limit, the scores will be considered to be "in agreement" and will be officially recorded. If the difference of the two readers' scores exceeds the discrepancy limit, the application will be read and scored by a third reader.

Interview Process

After the reading process is complete, successful applicants will be asked to participate in an interview. The applicant will be expected to send a team of up to five key stakeholders can represent the partnership, discuss the proposed initiative and ensure that the proposed service-learning activities will be successfully implemented.

Interviews are tentatively planned for April 2000. Qualifying applicants will be contacted with more details after the reading process. The scores from both the reading process and interview will be combined to obtain a final score.

Grant Award Notification

Notification of grant awards to applicants is scheduled for May 12, 2000. CDE staff are instructed not to respond to telephone calls regarding grant awards until after this date.

Appeal Process

Applicants who wish to appeal the grant award decision regarding their application must submit a letter directed to Assistant Superintendent Wade Brynelson no later than June 9, 2000, at the following address:

Wade Brynelson, Assistant Superintendent
Learning Support and Partnerships Division
California Department of Education
721 Capitol Mall, 5th floor
Sacramento, CA 95814

Before submitting a letter of appeal, applicants should conduct an in-depth evaluation of their application against the scoring rubric. The appeal letter must describe the factors which caused the applicant to conclude that the readers and, if applicable, the interviewers did not follow the prescribed scoring rubric, and explain why the score is in conflict with the rubric or the grant award process described in the RFA. The letter should also include specific information taken from the application or the interview that the applicant believes was overlooked or misinterpreted.

If the appeal letter justifies the need, the application will be reviewed by CDE staff or designees. The Deputy Superintendent for Child, Youth, and Family Services Branch will make the final decision to revise the original score of an application and / or to fund the application. Each situation will be handled on an individual basis and will be contingent upon the availability of funding.

Completing a Grant Application

Letter of Intent: LEAs interested in submitting grant applications should send Form A--**Intent to Apply** by January 15, 2000. A statement of intent is not a binding agreement but will assist the CDE in planning the application review process.

RFA Technical Assistance: Applicants in need of additional assistance or clarification of RFA issues before submitting an application are encouraged to contact staff at the CalServe office.

Application Due Date: Applications must be received in the CalServe Office on or before **March 1, 2000** by no later than 5 p.m. **E-mail and fax copies will NOT be accepted**.

Where to submit applications: Applications must be delivered to:

> California Department of Education
> CalServe K-12 Service-Learning Grant
> Family and Community Partnerships Office
> 721 Capitol Mall, 3rd Floor
> Sacramento, CA 95814

Length Limitation: Applicants must limit the Program Narrative section of the grant application to 15 single-sided, *double-spaced* pages. The 15-page limit does not include the 100-word program abstract, the 3-page Budget Narrative, or any other required forms or attachments.

Font and Page Format: Applications must be on 8-1/2" by 11" double-spaced pages, with 1-inch margins. Please use a 12-point font that does not exceed 6 lines per inch (for a maximum of 21 lines per page). Clearly number all pages.

Attachments: Only the following attachments will be accepted.

- Forms A—E included in this RFA.
- A 100-word abstract that summarizes the proposal.
- A Memorandum of Understanding from each partner including each LEA.
- Up to 5 optional pages of printed material (charts, graphs, or other evidence) may be included.

Number of Copies Required: Applicants should provide **a signed original and three copies** reproduced on 8-1/2" by 11" white paper. The application and attachments should be stapled together for submission. Please do not use binders, covers, flat folders, sleeves, or cover letters.

> **NOTE: Any content resulting in excess pages or attachments, unacceptable font types, margins, or spacing will be "redlined" and disregarded by readers.**

Cost of Preparing Application: The costs for preparing and delivering an application shall be the sole responsibility of the applicant. The State of California and Corporation for National Service will not provide reimbursement for such costs.

Application Completion Checklist: The Checklist should help ensure that the application includes the necessary forms and to confirm that sections are presented in the order requested. The checklist is for the applicant's use and should not be submitted to CalServe.

Completing the Program Narrative

Section 1: Vision and Benchmarks

The Vision and Benchmarks section of the application should be based upon each district's overall vision and goals / benchmarks and be articulated over the three-year grant period. The service-learning vision should be concise and present the future state of service-learning. It should depict what will be evident districtwide for students, teachers, administrators and the community. The benchmarks need to be clearly stated and provide an effective set of destinations for integrating and ultimately sustaining a quality service-learning initiative within a school cluster, district or consortium of districts / clusters. Benchmarks should include statements regarding: how student learning (instructional and curricular) will be achieved through service-learning; the development of district policy and plans for service-learning; district and community capacity for sustaining service-learning; and any other critical benchmarks.

Using the Task Force Report as a reference, the vision and benchmarks should reflect the recommenda-tions that appear under the chapters *Policies and Plans; Standards, Assessment and Accountability; Advisory Committee,* and *Youth Voice*. The vision should be consistent with that presented in the Task Force Report, "By the Year 2004 50 percent of California School Districts should offer all students at least one service-learning opportunity at each grade span." Please address each of the following prompts in the program narrative:

1a. *Establishing a vision for your district / cluster partnership*

- What is the district's <u>overall</u> vision for how teaching and learning will occur?

- Concisely present a districtwide vision for service-learning.

- Provide a discussion on how this vision supports the overall district / cluster vision for teaching and learning and how it provides linkages to other district programs and initiatives.

- Describe the process by which the service-learning vision was developed and the key stakeholders involved.

1b. *Identify benchmarks for success*

- List the year one benchmarks that have been identified for students, schools/ districts and communities. If this is multi-district / cluster collaborative, list benchmarks common to all districts and those unique to each district / cluster.

- Describe the year one benchmarks related to establishing policies and plans that will ensure progress toward achieving the vision for service-learning.

Section 2: High Quality Service-Learning

The narrative for this section should be based upon the vision presented above and from an analysis of the school's, district's and community's current capacity to provide students with service-learning activities (or other instructional practices that could be adapted). The narrative should describe a plan for how high quality service-learning is or will be integrated into the district's instructional practice.

The integration of service activities into the curriculum flows from an insightful analysis of community needs and makes reasonable connections to the educational program of a school cluster, consortium, or district. Applicants are encouraged to highlight curriculum integration and service activities that show the use of service-learning as a strategy to teach and/or assess the content standards and civic responsibility. A description of how collaborations with community-based agencies, institutions of higher education, businesses or other school sites enrich the learning experience is provided by the applicant. Evidence is presented that demonstrates that youth and adults involved in service-learning are provided with opportunities to reflect on their experiences. Using the Task Force Report as a reference, the narrative should reflect the recommendations that appear under the chapters *Standards, Assessment and Accountability; Collaboration*, and *Youth Voice*. Please address each of the following prompts in the program narrative:

2a. Curricular Design Elements

- Describe the curricular design process that will ensure service-learning activities are based upon the federal definition of service-learning, including youth-identified community needs and activities that are clearly linked to the district's content standards (see Appendix B). Also describe the role of the community partners in this work.

- Provide two or three examples (one per grade span) that highlight how the district's service-learning activities will be aligned with the federal definition of service-learning.

2b. Assessing Students' Learning through Service
Through service-learning, describe how students will be assessed on the learning of the district's content standards and civic responsibility.

Section 3: Training and Professional Development

Based upon a needs assessment of teachers, community partners and others, this section of the narrative should illustrate a training and professional development plan for the partnership. Using the Task Force Report as a reference, the narrative should reflect the recommendations that appear under the chapter *Training and Professional Development*.

3a. *Assessment of Training Needs and Strengths*

Describe how training and professional development needs and strengths for service-learning have been assessed. Based upon this assessment, decide the key areas of need for students, teachers, staff, administrators and community partners (including parents).

3b. *Training and Professional Development Plan*

- Based upon the needs assessment above, describe a training and professional development plan. Using Form D, provide a list of proposed activities for the 2000-01 school year and who the target audience will be for each activity.

- How will these events be linked to other training and professional development occurring in the district?

Section 4: Organizational Design and Capacity (Leadership, Initiative Coordination, School District and Community Buy-in)

This section of the narrative should illustrate the leadership capacity of the partnership, the current commitment of the partners to work together to make service-learning a part of the culture of the school cluster, consortium, or district as well as in the community, and the operating systems that are in place to ensure that the flow of information is timely and user-friendly. Using the Task Force Report as a reference, the narrative should reflect the recommendations that appear under the chapters *Advisory Committee and Collaboration*. Please address each of the following prompts in the program narrative:

4a. Organizational Design

- Please complete Form E to show the target numbers you have used for planning purposes.

- Describe how the partnership is a collaborative between the school district(s) and the community.

- Provide evidence of a qualified Program Coordinator or staff responsible for coordinating the service-learning initiative.

- Describe the school site and district / cluster staffing strategies necessary to support a districtwide initiative.

4b. Organizational Capacity

- Identify the agencies and individuals that make up the partnership's advisory committee and their roles that illustrate broad-based school, youth and community support and participation. Advisory committee membership could include: public and private schools; institutions of higher education; county offices of education; parents/families; student service groups; school volunteer programs; local community groups; business roundtables; local government, media; volunteer agency networks and agencies; Corporation for National Service grantees, and others.

- Describe the systemic programmatic linkages between the partnership's service-learning initiative and other school improvement efforts and initiatives (e.g. America Reads, Healthy Start, After School Programs, School Volunteer Programs, School-to-Career, business roundtables, volunteer agency networks, student service groups) and other state and federal categorical program services. As part of this discussion describe how these linkages will help reduce reliance on CalServe funding over time.

Section 5: Resource Development (Resources, Fund Development and Public Relations)

This section of the narrative should illustrate resource development for the partnership. Using the Task Force Report as a reference, the narrative should reflect the recommendations that appear under the chapters *Collaboration* and *Funding, Resources and Time*.

Successful applicants will show evidence of existing school and community funding and resources that are necessary to a viable service-learning initiative in a cluster, consortium, or district. This part of the narrative should reflect a mapping of the current funding and resources (both cash and in-kind) that are available in the partnership plus strategies to identify new resources, particularly cash. The narrative should also explain fund development strategies, such as:

- Collaborating with community agencies, IHEs, or the county office of education

- Identifying additional investments from local foundations

- Building relationships in the community through public relations and personal interactions so that the initiative will expand over the next three years.

Public relations plans and recognition activities should be also described here. Please address each of the following prompts in the program narrative:

5a. Funding and Resources

- What funding strategies in addition to the CalServe grant will be used to support the service-learning initiative?

- Provide a Memorandum of Understanding (or letter of agreement) for the primary sponsoring partners including all districts and other LEAs. These documents should provide evidence of the specific resources and organizational commitments to the partnership.

5b. Public Relations Plan for Additional Support
Describe a public relations strategy to support the sustainability of service-learning within the cluster, district or consortium.

5c. Recognition Activities
Describe the proposed recognition activities for all participants and identify strategies to educate local, state and national elected officials about service-learning.

Section 6: Evaluation of Service-Learning and Continuous Program Improvement

An ongoing evaluation process is integral the successful design, implementation and continuous improvement of service-learning. The evaluation process provides evidence of how students are being provided with opportunities to engage in high quality service-learning and the impacts of service-learning on students, teachers, and the community. Note: the impact data discussed here is qualitative only.

To achieve these goals the evaluation process should be led by a local evaluation team and focus on two evaluation areas: (1) evaluating the impacts of service-learning, and (2) progress toward districtwide implementation of service-learning. Though different in purpose, the two approaches are clearly intertwined and can ensure the implementation of service-learning into the culture of a school community. The evaluation process and results should be used to guide program improvement and to promote the efforts of the partnership. Please address each of the following prompts in the program narrative:

6a. Local Evaluation team
The local evaluation process should be lead by a team of individuals (at least three) each bringing their own perspective and expertise to the evaluation process. Describe who will make up the local evaluation team and what their roles will be. It is recommended that one member of the team be a qualified independent evaluator.

6b. Impacts of service-learning
- Describe the evaluation process and the kinds of evidence that will document the impact of service-learning on student learning, civic responsibility and optionally, in other areas key to student success such as motivation, engagement and attendance.
- Describe the evaluation process and the kinds of evidence that will document the impact of service-learning on teachers, schools and the district.
- Describe the evaluation process the impact of service-learning on the community.

6c. Monitoring Progress Toward Districtwide Implementation of Service-Learning
- Describe the ongoing process and the kinds of evidence that will document the extent to which the district's vision and benchmarks for service-learning are being achieved. Data could be collected through existing accountability systems such as the WASC-CDE Joint Process, *Focus on Learning* for high schools and the Program Quality Review for elementary and middle schools.
- Describe the district's current evaluation process for curriculum and instruction that helps identify the most effective teaching and learning strategies. What process and evidence will be used to document the quality of curriculum design for the five elements of service-learning? Examples could include: peer to peer review; an examination of curric-ulum and student work; action research; and student reflection.
- Based upon the initial needs assessment described in section 3a, Training and Professional Development, what process and kind of evidence will document the effectiveness of these training activities and to identify future needs?
- What evidence will demonstrate the effectiveness of the organizational structure?
- Describe how the evaluation data and results might be used to promote and garner support for implementing service-learning.